# Scope & Sequence

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| **Course Name:** Practicum in Health Science  **TSDS PEIMS Code:** 13020500 (First Time Taken)  13020510 (Second Time Taken) | **Course Credit:** 2.0  **Course Requirements:** Grade Placement 11-12.  **Prerequisites:** Health Science Theory and Biology. |
| **Course Description:** The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. | |
| **NOTE 1:** The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Health Science Career Cluster. This is a suggested scope and sequence for the course content. This content will work with any textbook, instructional materials or practicum experience. If locally adapted, make sure all TEKS are covered.  **NOTE 2:** Completion of skill sets may be demonstrated throughout the practicum. Therefore, content based on the TEKS does not have to be delivered sequentially. The major reason students take a practicum is to provide additional time on task for learning specialized skills. In most cases where the Extended Practicum is added to the Practicum, it is because the student is spending more than 15 hours per week at his/her training station (place of employment or internship).  **NOTE 3:** The information in this scope and sequence document does not describe detailed activities, because the activities will vary from student to student and training station to training station. The intent is that students incorporate and use previously learned knowledge and skills related to the career cluster. | |

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| **Practicum Plan** | **TEKS Covered**  **130.233. (c) Knowledge and skills.** |
| **Section 1: Pre-Practicum**  The TEKS in Section 1 reflect the information and knowledge a student should be able to demonstrate before he or she is assigned a practicum. Demonstrating both verbal and non-verbal communication skills and the ability to cooperate, contribute, and collaborate as a member of a team are valuable employability skills. Problem-solving skills and the ability to understand and use medical terminology along with other skills are taught in prerequisite classes and are applied in the practicum class. Employers may require additional requirements and skills depending on the type and difficulty of the practicum assigned. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner; and  (B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team.  (2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:  (A) interpret data from various sources in formulating conclusions;  (B) compile information from a variety of sources to create a technical report;  (C) plan, prepare, and deliver a presentation;  (D) examine the environmental factors that affect homeostasis;  (E) relate anatomical structure to physiological functions; and  (F) distinguish atypical anatomy and physiology in the human body systems.  (4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:  (A) demonstrate proficiency in medical terminology and skills related to the health care of an individual;  (B) develop new problem-solving strategies based on previous knowledge and skills; and  (C) evaluate performance for continuous improvement and advancement in health care. |
| **Section 2: Practicum**  The practicum is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Health Science Career Cluster. The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.  A supervisor may use the TEKS to formulate a check list of skills a student must demonstrate in order to successfully pass the practicum. A list might also be provided to the employer/job supervisor so that the students’ progress can be accurately charted. A student must demonstrate ethical and legal behavior, recognize and obey facility policy and procedure, understand and employ safety and regulatory standards including infection control and the handling of hazardous materials. Additional requirements might be added to the list to reflect the needs of a particular practicum experience. | (5) The student employs ethical behavior standards and legal responsibilities. The student is expected to:  (A) identify individual ethical and legal behavior standards according to professional regulatory agencies; and  (B) research case studies related to unethical behavior in the health care industry.  (3) The student uses verbal and non-verbal communication skills. The student is expected to:  (A) accurately report information according to facility policies and procedures;  (B) demonstrate therapeutic communication skills to provide quality care; and  (C) employ therapeutic measures to minimize communication barriers.  (6) The student employs a safe environment to prevent hazardous situations. The student is expected to:  (A) integrate regulatory standards such as standard precautions and safe patient handling;  (B) evaluate hazardous materials according to the material safety data sheets; and  (C) apply principles of infection control and body mechanics in all aspects of the health care industry.  (7) The student explores the knowledge and skill levels necessary for advancing in the health science professions. The student is expected to:  (A) identify knowledge and skills that are transferable among health science professions; and  (B) research career pathways pertaining to the health care industry.  (8) The student implements skills in monitoring individual health status during therapeutic or diagnostic procedures. The student is expected to:  (A) identify care indicators of health status; and  (B) record health status according to facility protocol. |
| **Section 3: Post-Practicum**  At the conclusion of the practicum a student is expected to reflect upon the experience and draw some conclusions as to their importance. Keeping a journal, writing a final summary paper, or doing a presentation are some possible ways a student may be asked to demonstrate this reflection. Students will also be encouraged to participate in more extended learning experiences, such as with community service, career and technical student organizations, or professional organizations. Students will create and present a plan of action targeting the career and technical student organization's community service goal to their supervising instructor as a course culminating activity. | (9) The student recognizes the importance of participation in extended learning experiences. The student is expected to:  (A) participate in extended learning experiences such as community service, career and technical student organizations, and professional organizations; and  (B) create a plan of action targeting the career and technical student organization's community service goal. |